

## MARKETING EDUCATION

Course Title	Recommended Grade Level						Recommended Credit*
	7	8	9	10	11	12	
Business Economics**			x	x	x	x	½ - 1
Business & Marketing Career Exploration	x	x	x				1
Business Principles and Applications			x	x			1
Principles of Marketing			x	x	x	x	1 – 3
Sales & Customer Services				x	x	x	1 – 3
Advertising Services				x	x	x	1 – 3
Marketing Communications				x	x	x	1 – 3
Presentation Skills for Marketing*				x	x	x	1 – 3
E-Commerce					x	x	1 – 3
Retail Marketing				x	x	x	1 – 3
Introduction to Hospitality				x	x	x	1
Travel and Tourism Marketing				x	x	x	1 – 3
International Marketing					x	x	1 – 3
Sports and Entertainment Marketing				x	x	x	1 – 3
Entrepreneurship					x	x	1 – 3
Advertising/Promotion I				x	x	x	1 – 3
Advertising/Promotion II					x	x	1 – 3
Fashion Marketing I				x	x	x	1 – 3
Fashion Marketing II					x	x	1 – 3
Financial Services I				x	x	x	1 – 3
Financial Services II					x	x	1 – 3
Advanced Finance and Credit					x	x	1 – 3
Retail Services I				x	x	x	1 – 3
Retail Services II					x	x	1 – 3
Business Management					x	x	1 – 3
Advanced Marketing					x	x	1 – 3

\*Credit may be awarded for Junior/Senior courses for both the related class (1 credit) and for work-site experiences. The credit for work-site experiences is based on the number of class hours spent at the work site for a maximum of two (2) credits per related class.

\*\*Business Economics is an interdisciplinary course which meets the graduation requirement for Economics.

# MARKETING EDUCATION

## Overview of Marketing Education

The Marketing Education program is designed to provide realistic opportunities to succeed on a frequent and continual basis through awareness, exploration, applied learning, and advanced training. It is a dynamic program that provides students with specific employment skills and with practical applications of math, social sciences, and English—as they are experienced in the real world. Students develop critical school-to-career skills that will last a lifetime.

Several courses in the Marketing Program Area are cross-referenced with the Business Program Area. Cross-referenced courses are courses available in both program areas and may be taught by teachers certified in either Business or Marketing Education.

Students are encouraged to participate in cooperative education and other work-based learning experiences. Cooperative Education consists of in-school instruction combined with on-the-job work experience. Specific guidelines are outlined in 705 KAR 4:041. Information on other types of work-based learning are described in detail in document Work-Based Learning Guide 2000, which is available on the KDE web page at: [www.kde.state.ky.us/careerandtechnicaleducation/resourcesandpublications](http://www.kde.state.ky.us/careerandtechnicaleducation/resourcesandpublications).

**Business Economics** is an interdisciplinary course which meets the graduation requirement for Economics as a component of the Social Studies requirement.

The National Retail Federation has produced *voluntary industry-based job skill standards* for the Professional Sales Associate. The standards describe what trainers need to teach, what workers need to learn, and what employers can expect when they look for employees to hire and promote. The standards send a clear message to educators about industry's interest in reality-based education for the large percentage of students whose first job is in retail.

Distributive Education Clubs of America (DECA) is a Career and Technical Student Organization available to students enrolled in any Marketing Education course. It is an integral part of the instruction, and activities are provided to enhance leadership and citizenship development. The performance-based events are designed around the students' career objective and the instructional program that prepares them for their occupation. Students are encouraged to be members and become involved in these activities.

School-based enterprises (stores, banks, etc.) under the supervision of the Marketing Education teachers and operated by Marketing Education students are encouraged.

Computer and Technology Applications is a course supportive of and beneficial to Marketing Career Majors and is highly encouraged. Statewide articulation agreements exist for this course. These agreements provide students with an opportunity to proceed from secondary to post-secondary technical and higher education in these computer-related areas in a non-duplicative manner.

Whenever qualified teachers are not available for teaching the courses for the preparation programs of Retailing or Fashion Marketing, the Commissioner of Education may approve the employment of secondary teachers with an area of concentration or major specialization in business education, basic business, general business, or accounting-general business and one year of approved retail work experience. An additional 9 semester hours credit in marketing education must be completed within a two-year period at an institution approved for the preparation of marketing education teachers. The 9 semester hours credit shall include preparation in Coordination Techniques in Marketing Education, Methods of Teaching and Curriculum Development in Marketing Education, and one of the following: Survey of Distribution, Principles of Marketing, Consumer Behavior, Consumer Financial Problems, Management Marketing, Advanced Marketing, Distribution Systems and Retailing.

# MARKETING EDUCATION CAREER CLUSTER

## MARKETING CAREER MAJORS

Advertising Services (Marketing Skill Standard)	Apparel & Acc/ Fashion Merchandising (Marketing Skill Standard)	Management/ Entrepreneurship (Marketing Skill Standard)	Financial Services (Financial Services Skill Standard)	E-Commerce (Marketing Skill Standard)
<b>Business &amp; Marketing Career Exploration (7<sup>th</sup> - 8<sup>th</sup> Grades)</b>				
<b>GRADES 10 – 12</b>				
Recommended Courses	Recommended Courses	Recommended Courses	Recommended Courses	Recommended Courses
Principles of Marketing Advertising Services Elective Elective	Fashion Merchandising Advanced Marketing/ Coop (Fashion Apparel) Elective Elective	Principles of Marketing Entrepreneurship Elective Elective	Principles of Marketing OR Retail Marketing (Retailing) Financial Services I Elective Elective	Principles of Marketing E-Commerce Elective Elective
Other Recommended Courses	Other Recommended Courses	Other Recommended Courses	Other Recommended Courses	Other Recommended Courses
Advertising/Promotions I Advertising/Promotions II Business Economics Business Management Computer & Technology Appl. E-Commerce Entrepreneurship Presentation Skills for Marketing Retail Marketing Sales & Customer Service Other Career and Technical Courses	Advertising & Promotion I Business Economics Business Management *Clothing Construction *Clothing Management Computer & Technology Appl. E-commerce Entrepreneurship Presentation Skills for Marketing Principles of Marketing Retail Marketing Sales & Customer Service Other Career and Technical Courses	*Accounting I Advanced Marketing Advertising & Promotion I Business Economics Business Management Computer & Technology Appl E-Commerce Entrepreneurship Presentation Skills for Marketing Retail Marketing Sales & Customer Service Sports & Entertainment Mkt. Other Career and Technical Courses	*Accounting Advanced Marketing Coop Advertising Services Financial Serv. II Business Management Business Math Computer & Technology Appl E-Commerce Entrepreneurship Presentation Skills for Marketing Retail Marketing Sales & Customer Service Other Career and Technical Courses	Advanced Marketing /Coop Advertising/Promotions I Advertising/Promotions II Advertising Services *Accounting I Advanced Marketing Business Management Business Economics Computer & Technology Appl. Entrepreneurship Presentation Skills for Marketing Retail Marketing Sales & Customer Service Sports & Entertainment Mkt. Other Career and Technical Courses
*Other Career and Technical Courses directly related to career major.				
NOTE: Three credits must come from recommended courses. Related enrichment/experimental Career and Technical Courses not in the program of studies may be considered for a career major.				

# MARKETING EDUCATION CAREER CLUSTER

## MARKETING CAREER MAJORS (continued)

Marketing (Marketing Skill Standard)	Retailing/ Wholesaling (Retail Service Skill Standard)	Hospitality, Travel Tourism & Recreation (Marketing Skill Standard)	Sports Marketing (Marketing Skill Standard)
Introduction to Business & Marketing (7 <sup>th</sup> – 8 <sup>th</sup> Grades)			
Recommended Courses	Recommended Courses	Recommended Courses	Recommended Courses
Principles of Marketing Advanced Marketing/Coop Elective Elective	Retail Marketing (Retailing) Advanced Marketing/Coop (Retail) Elective Elective	Principles of Marketing Travel & Tourism Marketing Elective Elective	Principles of Marketing Sports & Entertainment Marketing Elective Elective
Other Recommended Courses	Other Recommended Courses	Other Recommended Courses	Other Recommended Courses
Advertising/Promotion I Business Principles and Application Business Economics Business Management Computer & Technology Appl. Entrepreneurship E-Commerce Presentation Skills for Marketing Retail Marketing Sales & Customer Service Sports & Entertainment Marketing Other Career and Technical Courses	Advertising/Promotion I Business Economics Business Management Business Principles and Application Computer & Technology Appl. Entrepreneurship E-Commerce Presentation Skills for Marketing Principles of Marketing Sales & Customer Service Sports & Entertainment Marketing Other Career and Technical Courses	Advanced Marketing/Coop (Hospitality) Advertising/Promotion Business Economics Business Management Business Principles and Application Computer & Technology Appl. Entrepreneurship E-Commerce *Environmental Tech Presentation Skills for Marketing Principles of Marketing Sales & Customer Service Sports & Entertainment Marketing Introduction to Hospitality Other Career and Technical Courses	Advanced Marketing/Coop Advertising/Promotions I Advertising/Promotions II Advertising Services Business Principles and Application Business Economics Business Management Computer & Technology Appl. Entrepreneurship E-Commerce Presentation Skills for Marketing Retail Marketing Sales & Customer Service Other Career and Technical Courses
*Other Career and Technical Courses directly related to career major.			
NOTE: Three credits must come from recommended courses. Related enrichment/experimental Career and Technical Courses not in the program of studies may be considered for a career major.			

## MODEL COURSE SEQUENCE

BUSINESS AND MARKETING CAREER CLUSTER			
ACADEMIC CORE			
9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
English	English II	English III	English IV
Algebra I	Geometry	Math Elective ↔	Elective
Science	Science	Health & PE	Science
Social Studies	History & Appreciation of Visual and Performing Arts	Social Studies	Social Studies
TECHNICAL CORE			
Principles of Marketing	Business Economics	Word Processing	Advanced Marketing
BUSINESS AND MARKETING CAREER CLUSTER			
ACADEMIC CORE			
9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
English	English II	English III	English IV
Algebra I	Geometry	Math Elective ↔	Elective
Science	Science	Health & PE	Science
Social Studies	History & Appreciation of Visual and Performing Arts	Social Studies	Social Studies
TECHNICAL CORE			
Principles of Marketing	Computer and Technology Applications	Sales and Customer Service	Entrepreneurship

## MODEL COURSE SEQUENCE

MARKETING CAREER MAJOR			
ACADEMIC CORE			
9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
English	English II	English III	English IV
Algebra I	Geometry	Math Elective ↔	Elective
Science	Science	Health & PE	Science
Social Studies	History & Appreciation of Visual and Performing Arts	Social Studies	Social Studies
TECHNICAL CORE			
Principles of Marketing	Advertising Services	Presentation Skills for Marketing	Advanced Marketing
MARKETING CAREER MAJOR			
ACADEMIC CORE			
9 <sup>TH</sup>	10 <sup>TH</sup>	11 <sup>TH</sup>	12 <sup>TH</sup>
English	English II	English III	English IV
Algebra I	Geometry	Math Elective ↔	Elective
Science	Science	Health & PE	Science
Social Studies	History & Appreciation of Visual and Performing Arts	Social Studies	Social Studies
TECHNICAL CORE			
Principles of Marketing	Retail Services I	Retail Services II	Business Management

## **Business Economics**

### **Course Overview:**

Business Economics is a ½-credit, interdisciplinary elective course designed to be a comprehensive study of economics which meets the economics core content requirement for graduation. It provides an in-depth study of how people produce, distribute, and consume goods and services. Economic terminology, theory, and a comparison of economic systems and policies are integral to the course. Simulations and/or actual work situations may be used to provide practical experience with various economic conditions. Instruction will focus on social studies core content for KCCT and the skills assessment on career and technical state/national mandated standards. At the discretion of the school, this course may be offered as an elective social studies credit or Business Economics credit. In either case, the economics requirements for the core content for assessment are addressed.

### **Guiding/Essential Questions:**

#### **What role does the government play in a nation's economy?**

- Discuss how economic policies are determined by elected officials.
- Demonstrate an understanding of the cause/effect of business cycles and how monetary and fiscal policy can be used to regulate these problems.
- Compare the characteristics and benefits of a market economy, command economy, mixed economy and traditional economy and how each economic system answers the basic economic problem of scarce resources.
- Examine the relationship between the government and the economy.

#### **What role do I play in the economy?**

- Utilize decision-making models to make economic choices and determine the opportunity cost of those choices.
- Utilize activities of FBLA and/or DECA as an integral component of course content

- and leadership development.
- Apply economic concepts through simulations.

**How does the economy meet the needs of its citizens?**

- Discuss how the economy of the United States attempts to meet the needs of its citizens.
- **Understand why people from other nations have come to the United States because of economic opportunities.**
- Demonstrate employability and social skills relative to the career cluster.

**How do culture and different belief systems affect the decisions that consumers make?**

- Analyze economic concepts and understand their relevance to different economic situations.
- Analyze the impact of international issues and concerns on personal, national, and international economics.
- Analyze the role culture plays in economic issues of production, distribution, and consumption of goods and services.
- Apply economic concepts through simulations.

**Why is it important to study and understand economics?**

- Analyze economic concepts and understand their relevance to different economic situations.
- Create graphs that illustrate shortages and surplus and describe how the market works to eliminate these conditions; identify the effects each change has on equilibrium price and quantity.
- Analyze current economic conditions by using economic indicators.
- Apply economic concepts through simulations.

**What importance does geography have in a national and/or global economy?**



- Understand that scarcity is the basic economic problem facing individuals, societies, and nations.
- Analyze how a nation's wealth and trade potential are tied to its resources.
- Explore how international trade and multinational companies have led to a global economy.
- Apply economic concepts through simulations.

**Why has the economy of the United States changed over time, and have the changes improved the economic condition of its citizens?**

- Understand how the United States' economy has changed from a rural to an industrial economy to a leader in the global economy.
- Appraise the effects of technological changes, changes in consumer preferences, price inputs, environment, and legislation on supply and demand and price of goods/services.
- Create demand curve graphs for two firms (one monopoly and one oligopoly) and explain the levels of output for a firm in perfect conditions.
- Apply math and communication skills within the technical content.
- Apply economic concepts through simulations.

**Contributions by:**

Bill Bitner, Glasgow High School  
 Dee Colvin, Henry County High School  
 Jerona White, Henry County High School

## Business Economics

Academic Expectations	Guiding Questions	Correlation to the Program of Studies	Sample Activities	Sample Extensions for Multi-Level Classrooms	Core Content
Government And Civics (2.14, 2.15)	What role does the Government play In a nation's economy?	<p>Students will: Discuss how economic policies Are determined by elected officials.</p> <p>Demonstrate an understanding of The cause/effect of business cycles And how monetary and fiscal policy Can be used to regulate these Problems.</p> <p>Examine the relationship between The government and the economy.</p> <p>Apply economic concepts through Simulations.</p> <p>Analyze decision on distribution of Resources.</p> <p>Discuss taxes and how they affect The economy.</p>	<p>Students will: Write a report for American Enterprise Project to promote as Awareness of a facet of the American Enterprise System.</p> <p>Discuss responsible membership In clubs, organizations and Community. Prepare a plan for Involving members in the Activities of the organization. Submit plan to officer team for Implementation. (FBLA/DECA)</p> <p>Identify incentives that may guide The actions of political leaders and Recognize that competition exists.</p> <p>Develop questions and interview A government official about the Economic development plans for The community. Prepare a report For the FBLA/DECA meeting That will explain how the student Organization can support the county Plan. Present report to local Leaders.</p> <p>Technology suggestion: Use the Internet to track stocks.</p> <p>Define the economic policy of the Current administration and Evaluate its impact on the Economy and consumers.</p> <p>Write a letter to your current President, Senator or Representative Encouraging the change or Continuation of those policies. (WP – Transactive)</p>	<p>See Capstone Unit 4, Lesson 5. Why do they run?</p> <p>Investigate public policies for World government where costs Outweigh benefits with an internet Source.</p> <p>Organize a town meeting, develop An agenda including possible Questions. Topics: local Occupational tax; closing U.S. Borders, recycling, vehicle Emission. (Geography Focus On Economics, Lesson 11 Lancaster Landfill).</p> <p>FDA speaker come in and speak.</p>	<p>SS-H-1.1.1 – Governments derive Their power from different Sources (e.g. democracy – its citizens; Monarchies – by decree; dictatorship – By conquest, political maneuvering, and/or military power.</p> <p>SS-H-1.1.3 – The U.S. government's Response to contemporary issues and Societal problems (e.g., education, Welfare system, health insurance, Childcare, crime) reflects the needs, Wants, and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).</p>

Academic Expectations	Guiding Questions	Correlation to the Program of Studies	Sample Activities	Sample Extensions for Multi-Level Classrooms	Core Content
Government And Civics (2.14, 2.15)	What role do I play in The economy?	<p>Students will:</p> <p>Utilize decision-making models to Make economic choices and Determine the opportunity cost of those choices.</p> <p>Utilize activities of FBLA and/or DECA As an integral component of course Content and leadership development.</p>	<p>Students will:</p> <p>Promote committee involvement with FBLA/DECA. Design a reporting Chart for the committees to know Who and when they should report Their progress. Write an article to The local newspaper about the Function of the committee and plans For the event.</p> <p>Select a stock on the stock market And track its progress in the market For a period of time. Trace the Political issues which affect the Markets both in the U.S. and around The world. Write a recommendation (persuasive piece) to a potential investor reflecting your choices for best stocks and best time to buy.</p> <p>Technology suggestion: Create a Powerpoint presentation showing The process.</p> <p>Trace a product from beginning to Purchase. Create a flow chart to Reflect the process. Explain the Role of the citizen along the way.</p> <p>Write a letter to your current President, Senator or Representative Encouraging the change or Continuation of those policies. (WP – Transactive)</p> <p>evaluate entrepreneurial characteristics to recognize the importance of human capital and economic growth.</p>	<p>Introducing the stock market. Learning From Stock Market. Lesson 1 and 3.</p> <p>Determining stock prices. Learning From Stock market. Lesson 6 and 15.</p> <p>Bears, bulls and pigs. Lesson 9 and 23.</p> <p>Lesson 1, Entrepreneurship and Human Capital Entrepreneurs in Kentucky High Schools.</p>	<p>SS-H-1.1.1 – Government derive Their power from different sources (e.g. democracy – its citizens; monarchies – by decree; dictatorship – by conquest, political maneuvering, and/or military power).</p> <p>SS-H-1.1.3 – The US government’s Response to contemporary issues And societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).</p>

Academic Expectations	Guiding Question	Correlation to the Program of Studies	Sample Activities	Sample Extensions for Multi-Level Classrooms	Core Content
Culture and Society (2.16, 2.17)	How does the Economy meet The needs of its Citizens?	<p>Students will:</p> <p>Discuss how the economy of the U.S. attempts to meet the needs Of its citizens.</p> <p>Understand why people from Other nations have come to the U.S. because of economic Opportunities.</p> <p>Demonstrate employability and Social skills relative to the Career cluster.</p>	<p>Students will:</p> <p>Discuss committee use within FBLA/DECA and how the work Performed by the committee affects The success of the organization. Write a news release explaining A solution to a problem in the Community service/free Enterprise project.</p> <p>Develop community service project Which involves research and discuss Cultural differences pertaining to Entrepreneurship/free enterprise In business operation. Create a Report with graphics as a plan of Action.</p> <p>Discuss and role play employee/ Employer relationships and their Importance to economic Development in the community. Survey businesses in the community About the needs within the area. Role play within groups an Important principle of employee/ Employer relationships and their Behavior. The audience (peers) Will identify the principle at the end Of the role-play.</p> <p>Research unemployment rates over Time. Compare unemployment rates To consumer spending. Graph the Results.</p> <p>Recognize that high school students Pay taxes and receive benefits from Services provided. Lesson 8, The Role of Government, who needs it?</p>	<p>Entrepreneurs in Kentucky High School, Lesson 10. Entrepreneurship And economic growth.</p> <p>Junior Achievement Economics, Lesson 7 – Prepare to apply for a Business loan, Small Business Administration.</p> <p>Capstone Unit 5, Lesson 2, What do We want from our economy? Lesson 3, An economy never sleeps, National Council for Economic Education.</p> <p>Providing Services, judges, sheriffs, Attorneys, and coroners as a Speaker.</p>	<p>SS-H-1.3.3. – In order for the U.S. government To function as a democracy and preserve Individual rights, citizens must assume Responsibilities (e.g., seeking and assuming Leadership positions, voting) and duties (e.g., Serving as juror, paying taxes; complying With local, state, and federal laws; serving In the armed forces) for its functioning.</p> <p>SS-H-2.2.1 – All cultures develop Institutions, customs, beliefs, and holidays Reflecting their unique histories, situations, And perspectives.</p> <p>SS-H-2.3.1 – Various human needs are met Through interaction in social institutions (Family, religion, education, government, Economy).</p> <p>SS-H-3.1.1 – Scarcity of resources Necessitates choices at both the personal And societal levels.</p> <p>SS-H-3.1.2 – Federal, state and local Governments have limited budgets, so they Must compare revenues to costs when Planning public projects.</p> <p>SS-H-3.1.3 – to make informed choices, Consumers must analyze advertisements, Consider personal finances (including the Importance of savings, investment, and use Of credit), and examine opportunity cost.</p> <p>SS-H-3.3.1 – Numerous factors influence the Supply and demand for products (e.g., supply- Technology, cost of inputs, number of sellers; Demand – income, price of similar products, Consumers' preferences).</p>

Academic Expectations	Guiding Questions	Correlation to the Program of Studies	Sample Activates	Sample Extensions for Multi-Level Classrooms	Core Content
Culture and Society (2.16, 2.17)	How do culture and Different belief Systems affect Decisions that Consumers make?	<p>Students will: Explain the difference between Macroeconomics and micro-Economics and choices.</p> <p>Analyze the impact of international Issues and concerns on personal, National, and international Economics.</p> <p>Analyze the role culture plays in Economic issues of production, Distribution and consumption of Goods and services.</p>	<p>Students will: Investigate ethics in advertising: Why people do or do not buy Products. Create an advertisement For different cultures and/or Languages.</p> <p>Discuss office politics – role of Employees and employers and the Effect that politics has on Production. Design a game about The jobs or the communication with A working situation.</p> <p>Develop community service project Which involves research and discuss Cultural differences pertaining to Entrepreneurship/free enterprise In business operation. Create a report With graphics as a plan of action.</p> <p>Research consumer spending of Teenagers and adults. Analyze the Types of products on which they Spend the most, looking for Similarities and differences. Create A chart showing the results of the Survey.</p> <p>Analyze currency by studying Exchange rate, changes in public Policy trading levels.</p>	<p>Housing: Deciding to Rent or Buy, Lesson 11. Focus on Economics Personal Decision Making, Lesson 10. Consumer Credit, Buy now, Pay Later and more.</p> <p>Unit 3, Lesson 6, Productivity add Or subtract workers to capstone.</p> <p>U.S. History Focus on Economics, Lesson 12. Economic Incentives And Reasoning.</p>	<p>SS-H-2.2.1 – All cultures develop Institutions, customs, beliefs, and Holidays reflecting their unique Histories, situations, and Perspectives.</p> <p>SS-H-2.3.1 – Various human needs Are met through interaction in social Institutions (family, religion, Education, government, economy).</p> <p>SS-H-3.1.3 – to make informed Choices, consumers must analyze Advertisements, consider personal Finances (including the importance Of savings, investment, and use of Credit), and examine opportunity Cost.</p> <p>SS-H-3.2.3 – Individuals attempt to Maximize their profits based on Their role in the economy (e.g., producers try to maximize profit, workers try to maximize income, savers and investors try to maximize return).</p> <p>SS-H-3.3.1 – Numerous factors Influence the supply and demand For products (e.g., supply- Technology, cost of inputs, Number of sellers; demand- income, Price of similar products, consumers' Preferences).</p> <p>SS-H-3.3.2 – Specific financial and Non-financial incentives often Influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions).</p>

					<p>SS-H-3.3.4 – Laws and government Mandates (e.g., anti-trust legislation, Tariff policy, regulatory policy) have Been adopted to maintain competition In the U.S.</p> <p>SS-H-3.4.4 – The interdependence of Personal, national, and international Economic activity often results in International issues and concerns (e.g., natural sanctions, environmental and humanitarian issues).</p>
--	--	--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Academic Expectations	Guiding Questions	Correlation to the Program of Studies	Sample Activities	Sample Extensions for Multi-Level Classrooms	Core Content
Economics (2.18, 2.15)	Why is it important To study and Understand economics?	<p>Students will: Analyze economic concepts and Understand their relevance to Different economic situations.</p> <p>Create graphs that illustrate Shortages and surplus and Describe how the market Works to eliminate these Conditions; identify the effects Each change has on equilibrium Price and quality.</p> <p>Apply economic concepts through Simulations.</p>	<p>Students will: Design a plan for an FBLA/DECA-Sponsored school store. Write a Proposal to the school Administrator to present the Operation of such a store.</p> <p>Conduct research (target market Survey) as to what items the School community would Purchase if available and cost Effectiveness considering the size Of the student population and Competition in the area.</p> <p>Develop an inventory tracking System for the items provided In the school store allowing for Reorder amounts, price and Distribution.</p> <p>Apply economic concepts to the Roles people play in the economy (i.e., consumers, entrepreneurs, investors, producers). Write a play in which all are visible and present to an elementary or middle school class.</p> <p>Examine the effectiveness of three Different economic systems- Command, market, and traditional. Compare and present in graph or Chart form the advantages and Disadvantages of each system.</p> <p>Budget for everyday expenses (e.g., rent, groceries, car, etc.) and Discuss the realities of wants and needs.</p>	<p>Teaching Economics with Children's Stories.</p> <p>Rules influence Economic Systems: Market command and traditional Economics unit 1, Lesson 8.</p> <p>Personal Finance Economics 9-12, Lesson 2, Learning, Earning and Spending</p> <p>Participate in a 4-H Reality Store.</p> <p>Personal Finance Economics 9-12, Lesson 8. The credit connection.</p> <p>Federal Reserve education. Organization.</p> <p>Personal Decision Making Focus On Economics, Lesson 10, Consumer Credit, Buy now, Pay Later and more.</p>	<p>SS-H-3.1.1 – Scarcity of resources Necessitates choices at both the Personal and societal levels.</p> <p>SS-H-3.1.2 – Federal, state, and Local governments have limited Budgets, so they must compare Revenues to costs when planning Public projects.</p> <p>SS-H-3.1.3 – To make informed Choices, consumers must analyze Advertisements, consider personal Finances (including the importance Of savings, investment, and use of Credit), and examine opportunity Cost.</p> <p>SS-H-3.2.1 – Economics systems Can be evaluated by their abilities To achieve broad social goals such As freedom, efficiency, equity, Security, and growth.</p> <p>SS-H-3.2.2 – Economic Institutions include such Organizations as corporations, Labor unions, banks, stock Markets, cooperatives, and Partnerships.</p> <p>SS-H-3.2.3 – Individuals attempt To maximize the profits based on Their role in the economy (e.g., Producers try to maximize profit, Workers try to maximize income, Savers and investors try to Maximize return).</p> <p>SS-H-3.3.1 – Numerous factors Influence the supply and demand For products (e.g., supply – Technology, cost of inputs, number Of sellers; demand – income, price, Price of similar products, consumers' Preferences.</p>

			<p>Research the positives and negatives Of consumer credit. Discuss the Responsible ways to use credit. Role Play consumers and consumer credit Counselors in order to discuss Relevant issues.</p> <p>Research the role of banks in our Economy. Evaluate how to best use The resources and services banks Provide (e.g., loans, credit cards, Checking accounts, savings accounts, IRAs, mutual funds, etc.) Create a Chart listing the results.</p>		<p>SS-H-3.3.2 – Specific financial and Non-financial incentives often Influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions).</p> <p>SS-H-3.3.3- The level of competition In a market is largely determined by The number of buyers and sellers.</p> <p>SS-H-3.3.4 – Laws and government Mandates (e.g., anti-trust legislation, Tariff policy, regulatory policy) have Been adopted to maintain competition In the U.S.</p> <p>SS-H-3.4.1 – An entrepreneur is a Person who organizes and manages A business and/or enterprise usually With considerable initiative and risk.</p> <p>SS-H-3.4.2 – technological change And investments in capital goods And human capital/resources Increase productivity.</p> <p>SS-H-3.4.3 – Investments in capital Goods and labor can increase Productivity but have significant Opportunity cost.</p> <p>SS-H-3.4.4 – the interdependence of Personal, national, and international Economic activity often results in International issues and concerns (e.g., natural sanctions, environmental and humanitarian issues).</p>
--	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Academic Expectations	Guiding Questions	Correlation to the Program of Studies	Sample Activities	Sample Extensions for Multi-Level Classrooms	Core Content
Economics (2.18, 2.19)	What importance does Geography have in a National and/or global Economy?	<p>Students will: Understand that scarcity is the Basic economic problem facing Individuals, societies and nations.</p> <p>Explore how international trade and Multinational companies have led to A global economy.</p> <p>Analyze how a nation's wealth and Trade potential are tied to its Resources.</p>	<p>Technological Suggestion: Use The internet to research information.</p> <p>Explain why tobacco is common in Lexington and coal is common in Eastern Kentucky.</p> <p>Students will: Research major crops on products Produced in various states and Counties. Explain how geographic Concerns have determined what will Be their major crops or products. Also, trace how geographic features Play a role in exports and imports.</p> <p>Describe the incentives which Encourage trade among countries Unit 7, Lesson 1, Capstone.</p> <p>Explore interdependence among People and businesses with Productivity, Capital Goods, Consumer Goods, Standard of Living.</p> <p>Simulation of agriculture village in Neolithic times, Lesson 2, making Clothes and houses out of wheat.</p>	<p>Entrepreneurs on Kentucky High School, Lesson 4 – Entrepreneurs And Production.</p> <p>Capstone, Unit 2, Lesson 2, Markets Involve People. A market in Wheat - simulate and create a chart.</p> <p>Lesson 3, Focus on Economics World History.</p> <p>Focus on Economics World History national Council of Economic and Education.</p>	<p>SS-H-3.1.1 – Scarcity of resources Necessitates choices at both the Personal and societal levels.</p> <p>SS-H-3.1.2 – Federal, state, and Local governments have limited Budgets, so they must compare Revenues to costs when planning Public projects.</p> <p>SS-H-3.2.1 – Economics systems Can be evaluated by their abilities To achieve broad social goals such As freedom, efficiency, equity, Security, and growth.</p> <p>SS-H-3.3.1 – Numerous factors Influence the supply and demand For products (e.g., supply – Technology, cost of inputs, number Of sellers; demand – income, price, Price of similar products, consumers' Preferences.</p> <p>SS-H-3.3.4 – Laws and government Mandates (e.g., anti-trust legislation, Tariff policy, regulatory policy) have Been adopted to maintain competition In the U.S.</p> <p>SS-H-3.4.4 – the interdependence of Personal, national, and international Economic activity often results in International issues and concerns (e.g., natural sanctions, environmental and humanitarian issues).</p> <p>SS-H-4.2.3 – People can develop Stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor).</p>

					<p>SS-H-4.2.4 – People with different Cultures or with different perspectives View regions (e.g., Middle East, Balkans) in different ways, sometimes Resulting in conflict.</p> <p>SS-H-4.3.1 – Humans tend to settle in Or near urban areas, depending on The availability or resources (e.g., Jobs, markets, industry); therefore, Urban areas vary in size, arrangement And function.</p> <p>SS-H-4.3.2 – Human migration has Major physical and cultural impacts And can be the result of pressures or Events that push populations from one Place or pull them to another (e.g., Push factors such as famines or military Conflicts; pull factors such as climate Or economic opportunity)</p> <p>SS-H-4.3.3 – technology has facilitated The movement of goods, services, And populations; increased economic Independence at all levels; and Influenced development of centers of Economic activity (e.g., cities, Interstate highways, airports, or rivers).</p> <p>SS-H-4.4.1 – Humans develop Strategies (e.g., transportation, Communication, technology) to Overcome limits of their physical Environment.</p> <p>SS-H-4.4.2 – Human modification of The physical environment (e.g., a Canal's impact on trade, clearing of Rain forest reducing oxygen Production, damming a river and its Impact on climate) has possible Global effects.</p>
--	--	--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

					<p>SS-H-4.4.3 – Natural disasters may Affect decisions relative to human Activities (e.g., adopting building Codes, buying flood insurance).</p> <p>SS-H-4.4.4 – Group and individual Perspectives impact the use of natural Resources (e.g., mineral extraction, Land reclamation)</p>
--	--	--	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Academic Expectations	Guiding Questions	Correlation to the Program of Studies	Sample Activities	Sample Extensions for Multi-Level Classrooms	Core Content
Historical Perspective	Why has the economy Of the U.S. changed Over time and have The changes Improved the economic Condition of its Citizens?	<p>Students will: Understand how the U.S. economy Has changed from a rural to an Industrial economy to a leader in The global economy.</p> <p>Appraise the effect of technological Changes in consumer preferences Price inputs, environment, and Legislation on supply and demand, And price of goods and services.</p> <p>Create demand curve graphs for Two firms (one monopoly and One oligopoly) and explain the Levels of output for a firm in Perfect condition.</p> <p>Apply economic concepts through Simulations.</p> <p>Apply math and communication Skills within the technical Content.</p>	<p>Students will: Identify the most important issues For the U.S. because of its Participation in the global Economy. Create a bulletin Board that displays this Information.</p> <p>Research trends in business after Political or administrative change (e.g., new president/CEO, different party in control of congress; fall of Communism in former Soviet Union; national election; mayor; sheriff; principal; school board, etc.)</p> <p>research the interconnectedness of the world economics. Explain the impact dips in world economics have on the U.S. economy. Create a web page showing the connections and why they are important to our economy.</p> <p>Explain how people invest in the Stock market.</p> <p>Tract the impact political issues Have had on the stock market. Explain how the stock market is Able to now recover from a 500 point drop and was not able to recover in the 1920's. Present orally to the class.</p> <p>Interview registered voters. Determine how important Economic issues are in deciding Which candidate they will select. Make sure business owners are</p>	<p>Junior Achievement <a href="http://www.JAKY.org">www.JAKY.org</a> Current lesson on Economics.</p> <p>World History Focus on Economics, Lesson 11, Japan's Economic Miracle.</p> <p><a href="http://www.JAKY.org">www.JAKY.org</a> Titan Individual Simulation</p> <p>Internet, Newspaper Stock Market Games</p> <p>Capstone, Unit 3, Lesson 7. When There Isn't Pure Competition.</p>	<p>SS-H-1.1.1 – Governments derive Their power from different Sources (e.g. democracy – its citizens; Monarchies – by decree; dictatorship – By conquest, political maneuvering, and/or military power.</p> <p>SS-H-1.1.3 – The US government's Response to contemporary issues And societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).</p> <p>SS-H-3.1.1 – Scarcity of resources Necessitates choices at both the Personal and societal levels.</p> <p>SS-H-3.1.3 – To make informed Choices, consumers must analyze Advertisements, consider personal Finances (including the importance Of savings, investment, and use of Credit), and examine opportunity Cost.</p> <p>SS-H-3.3.4 – Laws and government Mandates (e.g., anti-trust legislation, Tariff policy, regulatory policy) have Been adopted to maintain competition In the U.S.</p> <p>SS-H-3.4.2 – technological change And investments in capital goods And human capital/resources Increase productivity.</p> <p>SS-H-3.4.3 – Investments in capital Goods and labor can increase Productivity but have significant Opportunity cost.</p>

			<p>Included. Create a spreadsheet Showing the market research Numbers and results.</p> <p>Identify Characteristics of Market Structures (i.e., monopoly, Oligopoly, monopolistic competition).</p>		<p>SS-H-3.4.4 – the interdependence of Personal, national, and international Economic activity often results in International issues and concerns (e.g., natural sanctions, environmental and humanitarian issues).</p> <p>SS-H-4.3.1 – Humans tend to settle in Or near urban areas, depending on The availability or resources (e.g., Jobs, markets, industry); therefore, Urban areas vary in size, arrangement And function.</p> <p>SS-H-4.3.2 – Human migration has Major physical and cultural impacts And can be the result of pressures or Events that push populations from one Place or pull them to another (e.g., Push factors such as famines or military Conflicts; pull factors such as climate Or economic opportunity)</p> <p>SS-H-4.3.3 – technology has facilitated The movement of goods, services, And populations; increased economic Independence at all levels; and Influenced development of centers of Economic activity (e.g., cities, Interstate highways, airports, or rivers).</p>
--	--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Business Economics

### Resources

Capstone: The Nation's High School Economics Course  
National Council on Economic Education – Checklist No. 406  
[www.NCEE@Eaglobal.org](http://www.NCEE@Eaglobal.org)

Learning from the market – Integrating the Stock Market Game Across the Curriculum  
National Council on Economic Education  
[www.NCEE@Eaglobal.org](http://www.NCEE@Eaglobal.org)  
ISBN1-56183-386-x

Securities Industry Foundation for Economic Education Securities Industry Associates  
120 Broadway, 35<sup>th</sup> floor  
New York, NY 10271-0080  
212-618-0519, [sifee@sia.com](mailto:sifee@sia.com)  
<http://www.smg2000.org>

High School Entrepreneurs in Kentucky – Economics America  
[www.Econ.org](http://www.Econ.org)

Personal Decision Making – Focus on Economics  
National Council on Economic Education  
[NCEE@Eaglobal.org](mailto:NCEE@Eaglobal.org)

U.S. History Focus on Economics  
[NCEE@Eaglobal.org](mailto:NCEE@Eaglobal.org)

Food and Drug Administration – Speaker  
Local College/University Speaker's Bureau  
[www.FederalReserveEducation.org](http://www.FederalReserveEducation.org)

World History Focus on Economics  
[NCEE@Eaglobal.org](mailto:NCEE@Eaglobal.org)

[www.JAKY.org](http://www.JAKY.org) - Junior Achievement  
web site – Titans  
Computer Simulation

“Bernstein Bears” Kentucky Council on Economic Education  
Dupont Circle  
Louisville, KY 1-800-I-DO-ECON

Personal Finance Economics 9-12  
Wallet Wisdom  
Economics American  
[NCEE@Eaglobal.org](mailto:NCEE@Eaglobal.org)

## **Business Economics**

Junior Achievement Economics – obtained through local Junior Achievement Representative  
[www.JA.KY.org](http://www.JA.KY.org)

The Key to Learning – A handbook of Activities & Units of Study  
KDE

Business Education Assessment  
Events Update – KIRIS – Kentucky Department of Education  
Frankfort, KY

Geography – Focus on Economics  
National Council on Economics Education  
[NCEE@Eaglobal.org](mailto:NCEE@Eaglobal.org)

National Content Standards in Economics  
National Council on Economic Education  
[NCEE@Eaglobal.org](mailto:NCEE@Eaglobal.org)

Kentucky Agriculture Statistics Book  
USDA – Kentucky Department of Agriculture  
502-564-5126  
Rayetta Boone

## Advanced Finance and Credit

**Course Description:** This course is designed to develop an understanding of financial markets, investing institutions, and the finance and credit industry in our economic system. It includes an introduction to the allocation of financial resources; the effects of the finance and credit institutions on the business community; and the impact that financial decisions have on the consumer market. Areas of study include stock markets, bonds, futures, commodities, interest rates and the economy, interpretation of financial information, insurance and risk management, and job opportunities in the finance and credit area. This course should include real and/or simulated occupational experiences and projects. Leadership development will be provided through FBLA and/or DECA. *(This course is cross referenced with Business Education.)*

**SUGGESTED PREREQUISITE:** Business Principles and Applications OR Business Economics OR Financial Services I.

Academic Expectations	Content/Process
<p>2.14, 2.17 1.4, 2.15</p> <p>1.11, 5.4 1.12, 2.8, 2.18</p> <p>2.14, 2.30 6.2</p> <p>1.3, 5.3, 5.4</p> <p>5.5</p> <p>1.13, 5.2 2.36, 6.1 2.14, 2.18 2.7, 5.3</p> <p>1.1, 2.7, 67.3</p> <p>1.1, 6.2 2.7, 5.3, 5.4 5.1</p> <p>1.2, 2.7, 2.8</p> <p>2.36, 2.37</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>recognize characteristics of good customer service.</li> <li>develop an understanding of credit transactions including the laws that govern these functions.</li> <li>apply math and communication skills within the technical content.</li> <li>explain buying and selling of stock, identify the various stock exchanges and indices, and discuss/interpret the conditions that affect stock market fluctuations.</li> <li>develop an understanding of the profit objective of a financial institution.</li> <li>investigate and discuss the federal and state deposit insurance guidelines and practices.</li> <li>distinguish among various types of risk (economic, natural, human, pure, speculative, etc.) and evaluate the handling of business risk.</li> <li>develop appropriate advertising campaign for financial institution; prepare marketing procedures for paper products and services.</li> <li>differentiate between terminology for credit and savings transactions.</li> <li>research career opportunities in the finance and credit industry.</li> <li>explain and analyze the sources of revenue for federal, state, and local governments.</li> <li>identify sources and functions of consumer credit and explain the relationship of consumers with the economy.</li> <li>analyze various aspects of foreign trade and finance, including foreign exchange and balance of trade.</li> <li>differentiate between recession and depression.</li> <li>examine financial management as it relates to government and business.</li> <li>utilize activities of FBLA and DECA as an integral component of course content and leadership development.</li> <li>apply math, communication, and accounting skills in preparing and analyzing financial statements.</li> <li>demonstrate employability and social skills relative to the career cluster.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>Kentucky Occupational Skill Standards</li> <li>National Retail Skill Standards</li> <li>Secretary's Commission on Achieving Necessary Skills (SCANS)</li> </ul>	



## Advanced Marketing

**Course Description:** This course is designed to enhance marketing skills developed in the marketing prerequisite courses and to learn advanced marketing skills in such areas as advertising, customer service, supervision, employee/employer relations, etc. for a wide range of marketing careers. This course offers the opportunity for developing advanced skills that are appropriate for careers in sports marketing, hospitality and tourism, general marketing, retailing, hotel/motel, etc. If there is sufficient demand for a specialized course in marketing (i.e., year two of Hospitality Tourism), this course may be specialized. Students in this course may also wish to earn additional credit through marketing retail on-the-job training utilizing the cooperative education method of instruction. Leadership development will be provided through DECA.

**SUGGESTED PREREQUISITE:** Salesmanship, Advertising and Promotion, Retailing, Fashion Marketing, Food Marketing, Sports Marketing, Travel and Tourism Marketing OR other similar level Marketing courses.

Academic Expectations	Content/Process
<p>2.16</p> <p>1.11</p> <p>1.14, 1.15, 1.16</p> <p>1.3, 2.33</p> <p>2.17, 2.19</p> <p>2.8, 2.10, 2.13</p> <p>5.1, 6.2</p> <p>2.36, 2.37</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• develop customer-service skills, employee/employer relations and other human relation skills through authentic simulations, role-plays, case studies, or cooperative education.</li> <li>• identify through a wide variety of media and observations a chosen career related to the retail service area.</li> <li>• develop career marketing information and create an organized computer-generated electronic presentation with music and movement.</li> <li>• demonstrate skills in reading, writing, and advanced communications through authentic simulations, role-plays, or cooperative education.</li> <li>• demonstrate how to function as responsible citizens through simulations, role-plays, or cooperative education.</li> <li>• apply math and communication skills within the technical content.</li> <li>• utilize activities of DECA as an integral component of course content and leadership development.</li> <li>• demonstrate employability and social skills relative to the career cluster.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>• Kentucky Occupational Skill Standards</li> <li>• National Marketing Education Standards</li> <li>• National Retail Skill Standards</li> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> </ul>	

## Advertising/Promotion I

<b>Course Description:</b> This course is designed to provide students with very real “hands-on” applications relating to the Advertising/Promotion industry through simulations, school-based enterprises, and/or work experiences. Students are exposed to all forms of media (print, web page, etc.), methods, budgets, and evaluations which are used to help sell a product, service, or business. Leadership development will be provided through DECA.	
Academic Expectations	Content/Process
2.36	<b>Students will</b> <ul style="list-style-type: none"> <li>research career opportunities in the advertising industry.</li> </ul>
1.4	<ul style="list-style-type: none"> <li>demonstrate a fundamental knowledge of advertising concepts as they relate to marketing and business.</li> </ul>
1.3, 2.30	<ul style="list-style-type: none"> <li>differentiate between various types of print, broadcast, and electronic media.</li> </ul>
1.3, 5.1, 5.5	<ul style="list-style-type: none"> <li>analyze the promotional mix of an area business and make recommendations to that business on media selection.</li> </ul>
6.1, 6.2	<ul style="list-style-type: none"> <li>develop a one-year promotional budget based on anticipated sales, previous year’s sales, or objective task method.</li> </ul>
6.3	<ul style="list-style-type: none"> <li>explain the relationship between target market and marketing mix.</li> </ul>
1.4	<ul style="list-style-type: none"> <li>identify misleading or deceptive advertising practices as indicated by the legislature that governs ethical advertising practices.</li> </ul>
1.12, 6.2	<ul style="list-style-type: none"> <li>utilize activities of DECA as an integral component of course content and leadership development.</li> </ul>
1.9, 1.10, 1.12	<ul style="list-style-type: none"> <li>apply math and communication skills within the technical content.</li> </ul>
2.37	<ul style="list-style-type: none"> <li>demonstrate employability and social skills relative to the career cluster.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>Kentucky Occupational Skill Standards</li> <li>National Marketing Education Standards</li> <li>Secretary’s Commission on Achieving Necessary Skills (SCANS)</li> <li>National Retail Skill Standards</li> </ul>	

## Advertising/Promotion II

**Course Description:** This course is a continuation of Advertising/Promotion I. Students are exposed to all forms of media (print, web page, etc.), methods, budgets, and evaluations which are used to help sell a product, service, or business. Leadership development will be provided through DECA.

**SUGGESTED PREREQUISITE:** Advertising/Promotion I

<b>Academic Expectations</b>	<b>Content/Process</b>
<p>6.2</p> <p>1.4, 1.11</p> <p>2.22, 5.5, 6.1</p> <p>1.11, 2.17, 2.33</p> <p>5.1, 5.2</p> <p>1.16, 2.23</p> <p>1.12, 6.2</p> <p>1.9, 1.10, 1.12</p> <p>2.36, 2.37</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• prepare product promotions, community service promotions, and press releases.</li> <li>• explain and evaluate crisis management (negative news releases).</li> <li>• develop, plan, execute, and evaluate an advertising plan, including marketing research, calendars and budgets.</li> <li>• establish a relationship between school and business activities by collaborating with business professionals.</li> <li>• evaluate two advertising campaigns and identify the psychological guidelines and associated techniques used in each campaign.</li> <li>• demonstrate a knowledge of advertising principles as they apply to the creation of a web site.</li> <li>• utilize activities of DECA as an integral component of course content and leadership development.</li> <li>• apply math and communication skills within the technical content.</li> <li>• demonstrate employability and social skills relative to the career cluster.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> <li>• Kentucky Occupational Skill Standards</li> <li>• National Marketing Education Standards</li> </ul>	

## Advertising Services

**Course Description:** This introductory course is designed to develop students' understanding of advertising as it relates to successful marketing and business operations. Students will be exposed to a broad knowledge of advertising that will be an asset in many career areas. Various advertising methods of promotion which are used to help sell a product, service or business will be explored—forms of media, methods, budgets, and evaluations. Leadership development will be provided through DECA.

Academic Expectations	Content/Process
<p>1.12, 1.16, 2.36</p> <p>1.4</p> <p>1.3, 2.30</p> <p>6.1, 6.2</p> <p>1.12, 4.0, 6.2</p> <p>2.36, 2.37</p> <p>1.11, 2.17, 2.33</p> <p>1.9, 1.10, 1.12</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• research career opportunities in the advertising industry and prepare an oral or written presentation of findings.</li> <li>• demonstrate a fundamental knowledge of advertising concepts as they relate to marketing and business.</li> <li>• differentiate between various types of print, broadcast, and electronic media and evaluate the proper use of these media.</li> <li>• develop, plan, execute, and evaluate an advertising plan, including market research, calendars, and budgets.</li> <li>• utilize activities of DECA as an integral component of course content and leadership development.</li> <li>• demonstrate employability and social skills relative to a career cluster.</li> <li>• establish a relationship between school and business activities by collaborating with business professionals.</li> <li>• apply math and communication skills within the technical content.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> <li>• Kentucky Occupational Skill Standards</li> <li>• National Marketing Education Standards</li> </ul>	

## Business Management

**Course Description:** This course emphasizes day-to-day management functions performed by marketing professionals. Students apply knowledge and skills learned in previous marketing courses to management-oriented challenges. They study levels of management, their functions and duties, and styles of management. Involvement in a marketing research project is a recommended activity. Leadership development will be provided through DECA.

Academic Expectations	Content/Process
<p>2.6, 2.18, 2.20</p> <p>2.16, 2.17, 2.19</p> <p>2.14, 2.15</p> <p>5.3, 6.1, 6.3</p> <p>2.36, 2.37</p> <p>2.38</p> <p>1.1, 1.12</p> <p>1.12, 5.4</p> <p>2.37, 3.0, 4.0</p> <p>1.9, 1.10, 1.12</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>research and report on current economic climate with regard to gross domestic product (GDP), unemployment, standard of living, and other economic indicators.</li> <li>differentiate among levels of management and explain management styles, criteria used in setting and achieving goals, leadership characteristics, and procedures for monitoring and evaluating employee performance.</li> <li>differentiate among laws and regulations that affect new product development and explain consumer protection provisions of government agencies.</li> <li>discuss how global issues and international trade affect management types, styles, and trends.</li> <li>demonstrate employability and social skills relative to the career cluster.</li> <li>develop an employment portfolio (resume, letters of reference, etc.) and demonstrate job interview techniques.</li> <li>design and implement a research project in an area of marketing research (i.e., advertising, product, market, and sales); analyze and interpret data collected; and present recommendations based on the research report.</li> <li>utilize activities of DECA as an integral component of course content and leadership development.</li> <li>participate in work-based learning (mentoring, shadowing, co-op, etc.) and service learning.</li> <li>apply math and communication skills within the technical content.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>Kentucky Occupational Skill Standards</li> <li>National Marketing Education Standards</li> <li>Secretary's Commission on Achieving Necessary Skills (SCANS)</li> </ul>	

## Business and Marketing Career Exploration

**Course Description:** This course provides students with a survey of skills needed for school-to-work transition. Opportunities to explore the business and marketing career cluster and career paths, to heighten self-awareness, develop priorities and career decision-making skills are also provided. A variety of instructional resources, self-assessment instruments, and career interest surveys are included. Interpersonal skill development and orientation to word processing, computer spreadsheet, and database are included. Leadership development will be provided through FBLA and/or DECA. *(This course is cross referenced with Business Education.)*

Academic Expectations	Content/Process
<p>1.12</p> <p>1.16, 2.36</p> <p>2.31</p> <p>2.3, 2.16, 2.19</p> <p>2.37, 2.38</p> <p>2.14, 2.17, 5.4</p> <p>2.29, 2.36</p> <p>2.17, 2.33</p> <p>1.16, 6.2</p> <p>1.12, 4.0, 6.2</p> <p>2.37, 2.38</p> <p>1.9, 1.10, 1.12</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• reinforce basic skills in human relations and in both written and oral communication including customer relations.</li> <li>• develop a personal portfolio of careers to explore; research and prepare reports about business and marketing careers.</li> <li>• complete self-assessment surveys to link interests, hobbies, skills, and school subjects to occupations.</li> <li>• complete a career interest survey identifying general likes and dislikes, personal skills, and job values.</li> <li>• complete a job application, compose a resume and a letter of application, and prepare for an interview.</li> <li>• define world of work vocabulary; explain concepts relating to the world of work; and explore the importance of business ethics.</li> <li>• develop and/or update Individual Graduation Career Plans.</li> <li>• develop decision-making, problem-solving, and critical thinking skills to become life-long learners and self-directed individuals.</li> <li>• develop and key a budget using spreadsheet and database software, based upon a desired adult lifestyle.</li> <li>• utilize activities of FBLA and/or DECA as an integral component of course content and leadership development.</li> <li>• demonstrate employability and social skills relative to the career cluster.</li> <li>• apply math and communication skills within the technical content.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> </ul>	

## Business Principles and Applications

**Course Description:** This course establishes basic foundations for further study in business and marketing courses and provides essential information for making financial and economic decisions. Students learn about the fundamentals of the American free enterprise system and world economies; application of sound money management for personal and family finances; credit management, consumer rights and responsibilities; forms of business ownership; risk and insurance; and the importance of international trade. Leadership development will be provided through FBLA and/or DECA. *(This course is cross referenced with Business Education.)*

Academic Expectations	Content/Process
<p>2.7, 2.30, 2.33 2.14, 2.18 1.10, 2.20  2.15, 6.1  2.30, 5.2, 5.3  1.16, 2.36, 2.37 1.11, 1.13 2.30, 2.31  2.15, 2.31 2.14, 2.18, 2.19 5.4, 6.2 2.7, 2.29 2.30  1.9, 1.10, 1.12 2.36, 2.37</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• analyze the role of the consumer.</li> <li>• explain characteristics of the free enterprise system.</li> <li>• identify and analyze constitutional freedom and rights of U.S. citizens and economic roles of an individual.</li> <li>• differentiate capitalism, socialism, and communism; between municipal and business corporations.</li> <li>• compare sole proprietorship, partnership, corporation, and cooperative; consumers' cooperative to a producers' cooperative.</li> <li>• research and analyze career opportunities in business and the relationship of education, employment, and wages.</li> <li>• explain and analyze credit and calculate simple interest.</li> <li>• demonstrate a knowledge of saving and investing as well as financing and use of credit.</li> <li>• identify and explain government's and labor's roles in business.</li> <li>• define economics and the kinds of economic resources.</li> <li>• utilize activities of FBLA and/or DECA as an integral component of course content and leadership development.</li> <li>• explain what is involved in budgeting and demonstrate budget record keeping.</li> <li>• explain how insurance protects against economic loss and the purpose of different types of insurance coverage.</li> <li>• apply math and communication skills within the technical content.</li> <li>• demonstrate employability and social skills relative to the career cluster.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>• National Standards: Administrative Support Occupations/Skill Standards, V-TECS</li> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> <li>• Kentucky Occupational Skill Standards</li> <li>• National Retail Skill Standards</li> <li>• Customer Sales and Service Skill Standards</li> </ul>	

## E-Commerce Marketing

<b>Course Description:</b> This course provides an in-depth study in electronic marketing/commerce or E-Commerce. Students learn how to practice good marketing principles in a "electronic" marketing place. This includes "B to B," "B to C," or "C to C." Decision-making and problem-solving skills are involved in such units as human relations, distribution systems, market information management and product/service planning. Portfolio pieces may be derived from units on promotion and risk management. The employment skills learned will improve and increase the chance of successful transition into the world of work. Leadership development will be provided through DECA.	
Academic Expectations	Content/Process
1.4, 1.16  1.9, 1.10, 1.12, 1.3, 1.4  5.1, 5.4, 5.5  1.13  2.36 2.3, 2.5, 2.7  2.18, 2.19  1.12, 5.4, 2.37, 2.38  1.16, 6.3 2.30, 5.2	<b>Students will</b> <ul style="list-style-type: none"> <li>survey the various disciplines in electronic marketing (i.e., traffic, store front, purchasing, web sales, warehousing, distribution, staffing, site maintenance and customer relations).</li> <li>apply math, science, and communication skills within the technical content.</li> <li>reinforce communication, human relations, writing and speaking skills through communications in the promotion. sale, site maintenance and customer service units</li> <li>demonstrate problem-solving and decision-making skills as they apply in human relations, market information management, site maintenance or product service planning.</li> <li>develop real-life portfolio entries through web sites, web pages, and electronic advertisement learned in promotion unit.</li> <li>demonstrate employability and social skills relative to the career cluster.</li> <li>investigate the various types of risks that impact business activities; categorize the risks as natural, human, electronic, or economic; and explain methods a business uses to control risks and security in the electronic market</li> <li>understand the role and characteristics of marketing in three different types of economic systems: capitalism, socialism, and communism in a world wide electronic market</li> <li>utilize activities of the DECA student organization as an integral component of course content and leadership development.</li> <li>create a career portfolio including a resume, letters of reference, certifications of training, and samples of work.</li> <li>investigate and analyze the role of technology in improving the marketing process</li> <li>develop a marketing plan for a new or existing business or product line</li> </ul>
<b>Connections</b> <ul style="list-style-type: none"> <li>Kentucky Occupational Skill Standards</li> <li>National Marketing Education Standards</li> <li>Secretary's Commission on Achieving Necessary Skills (SCANS)</li> </ul>	



## Entrepreneurship

**Course Description:** This course provides the opportunity to explore the rewards and risks of business ownership. Emphasis is given to the characteristics of successful entrepreneurs: planning, organizing, and beginning a business; financing and managing the enterprise; franchising opportunities; and sources of financing. Cooperative and/or shadowing experiences may be used to enhance course instruction. Leadership development will be provided through FBLA and/or DECA. *(This course is cross referenced with Business Education.)*

Academic Expectations	Content/Process
<p>1.4, 1.12 2.1, 2.8, 2.11</p> <p>1.16</p> <p>1.4, 2.20, 2.21 2.36</p> <p>2.4, 5.5, 6.1 2.21, 2.25 2.33</p> <p>1.1, 5.1, 5.4 2.14, 2.29, 5.1</p> <p>2.2, 2.15, 2.18 2.2, 2.3, 2.7</p> <p>5.3 2.8, 2.30 2.14, 2.29</p> <p>1.16, 5.1, 6.3</p> <p>4.0, 6.2</p> <p>2.36, 2.37 1.9, 1.10, 1.12</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• demonstrate customer service orientation.</li> <li>• describe the financial statements needed for a business plan and the purposes in financial planning.</li> <li>• investigate the role of international trade, opportunities of global markets, and the potential of international trade.</li> <li>• describe the legal considerations for starting a business.</li> <li>• formulate a business plan and describe its components, recognizing the dual roles of a small business owner.</li> <li>• distinguish intensive, integrative, and diversification growth strategies.</li> <li>• explain the purpose of a working management plan.</li> <li>• identify sources of assistance for entrepreneurs.</li> <li>• discuss market analysis to determine target market (who is the customer).</li> <li>• examine the role of management in a successful business, specific management techniques for small business, and management strategies.</li> <li>• analyze the risks and rewards of starting a business.</li> <li>• analyze pricing in the marketing mix, pricing strategies, and the establishment of a pricing strategy.</li> <li>• describe the role of market analysis in business ownership.</li> <li>• identify, evaluate, and select sources for financing a business venture.</li> <li>• identify training procedures, hiring policies, and rights and responsibilities of small business employees.</li> <li>• select and analyze computer software/hardware options for small business; examine benefits of organization membership.</li> <li>• utilize activities of FBLA and/or DECA as an integral component of course content and leadership development.</li> <li>• demonstrate employability and social skills relative to the career cluster.</li> <li>• apply math and communication skills within the technical content.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>• Kentucky Occupational Skill Standards</li> <li>• National Marketing Skill Standards</li> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> <li>• National Retail Skill Standards</li> <li>• National Standards: Administrative Support Occupations/Skill Standards, V-TECS</li> </ul>	

## Fashion Marketing I

<b>Course Description:</b> This course is designed to provide in-depth study of the skills and knowledge needed for success in fashion positions and exposes the student to management positions in the fashion industry. The instruction includes fashion trends, textiles, marketing, promotions, colors, and careers. Leadership development will be provided through DECA.	
Academic Expectations	Content/Process
	<b>Students will</b>
5.1, 5.2	<ul style="list-style-type: none"><li>recognize and analyze current fashion trends.</li></ul>
5.1, 5.2, 6.1	<ul style="list-style-type: none"><li>interpret the use of design elements in clothing.</li></ul>
5.1, 5.2	<ul style="list-style-type: none"><li>analyze color as it relates to apparel and personal clothing.</li></ul>
2.3, 5.1	<ul style="list-style-type: none"><li>examine fiber properties and assess the difference between natural and manufactured fibers.</li></ul>
2.18, 2.36	<ul style="list-style-type: none"><li>investigate careers available in the fashion industry.</li></ul>
1.3, 1.11	<ul style="list-style-type: none"><li>create transactional writings that evaluate the current fashion industry.</li></ul>
2.18, 2.36, 2.37	<ul style="list-style-type: none"><li>gain job knowledge to help with successful transition from school to work.</li></ul>
5.1, 5.2, 6.1	<ul style="list-style-type: none"><li>demonstrate knowledge of how to organize and promote a fashion show.</li></ul>
2.2, 2.3, 2.7	<ul style="list-style-type: none"><li>analyze pricing in the marketing mix, pricing strategies, and establishment of a pricing strategy.</li></ul>
1.12, 4.0, 6.2	<ul style="list-style-type: none"><li>utilize activities of DECA as an integral component of course content and leadership development.</li></ul>
1.9, 1.10, 1.12	<ul style="list-style-type: none"><li>apply math and communication skills within the technical content.</li></ul>
2.36, 2.37	<ul style="list-style-type: none"><li>demonstrate employability and social skills relative to the career cluster.</li></ul>
<b>Connections</b>	
<ul style="list-style-type: none"><li>Kentucky Occupational Skill Standards</li><li>National Marketing Education Standards</li><li>National Retail Skill Standards</li><li>Secretary's Commission on Achieving Necessary Skills (SCANS)</li><li>Customer Sales and Service Skill Standards</li></ul>	

## Fashion Marketing II

**Course Description:** This course is a continuation of Fashion Marketing I and is designed to provide additional study of the skills and knowledge needed for success in fashion positions; it exposes the student to management positions in the fashion industry. The instruction includes fashion trends, textiles, marketing, promotions, colors, and careers. Leadership development will be provided through DECA.

**SUGGESTED PREREQUISITE:** Fashion Marketing I

<b>Academic Expectations</b>	<b>Content/Process</b>
<p>5.1, 5.2</p> <p>2.18, 2.36, 2.37</p> <p>1.3, 1.11</p> <p>2.18, 2.36, 2.37</p> <p>2.30, 5.1, 6.1</p> <p>5.5, 6.1, 6.2, 6.3</p> <p>2.2, 2.3, 2.7</p> <p>1.12, 4.0, 6.2</p> <p>2.37</p> <p>1.9, 1.10, 1.12</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• recognize and analyze current fashion trends.</li> <li>• investigate careers available in the fashion industry.</li> <li>• create transactional writings that evaluate the current fashion industry.</li> <li>• gain job knowledge to help with successful transition from school to work.</li> <li>• determine promotional characteristics for fashion apparel.</li> <li>• analyze fashion apparel buying and merchandising procedures.</li> <li>• analyze pricing in the marketing mix, pricing strategies, and establishment of a pricing strategy.</li> <li>• utilize activities of DECA as an integral component of course content and leadership development.</li> <li>• demonstrate employability and social skills relative to the career cluster.</li> <li>• apply math and communication skills within the technical content.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>• Kentucky Occupational Skill Standards</li> <li>• National Marketing Education Standards</li> <li>• National Retail Skill Standards</li> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> </ul>	

## Financial Services I

**Course Description:** This course is designed for 11<sup>th</sup> and 12<sup>th</sup> grade students interested in pursuing a career in the financial institution field. It involves operation of a student financial center in cooperation with a sponsoring bank, which provides application of banking and financial procedures and concepts. Leadership development will be provided through FBLA and/or DECA. *(This course is cross referenced with Business Education.)*

**SUGGESTED PREREQUISITE:** One Business or Marketing credit and Special Permission of the Instructor.

Academic Expectations	Content/Process
<p>1.3, 2.33</p> <p>2.36, 2.37</p> <p>2.7, 2.8, 6.2</p> <p>2.16, 2.17</p> <p>1.1, 2.18</p> <p>2.37, 2.38</p> <p>1.2, 2.30</p> <p>2.30, 4.0</p> <p>6.3</p> <p>1.12, 4.0, 5.1</p> <p>2.36, 2.37</p> <p>2.7, 2.8</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• develop and manage a student financial center through the sponsorship of a local bank.</li> <li>• research career opportunities in financial services.</li> <li>• demonstrate financial activities of a student financial center including preparing and analyzing financial statements.</li> <li>• apply communication skills and demonstrate appropriate customer/employee and employee/employer interactions/relations.</li> <li>• define basic banking terminology and develop an understanding of how banks function within the U.S. economy.</li> <li>• develop an employment portfolio (resume, letters of reference, etc.) and demonstrate job interview techniques.</li> <li>• define examples of credit used by consumers, businesses, and government.</li> <li>• develop standards and policies for extending credit and making collections.</li> <li>• discuss relationship between retailers and financial services (in-store banks, ATMs, credit cards, financing/layaway, etc.)</li> <li>• utilize activities of FBLA and/or DECA as an integral component of course content and leadership development.</li> <li>• demonstrate employability and social skills relative to the career cluster.</li> <li>• apply math and communication skills within the technical content.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>• Kentucky Occupational Skill Standards</li> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> <li>• National Standards: Administrative Support Occupations/Skill Standards, V-TECS</li> <li>• National Retail Skill Standards</li> </ul>	

## Financial Services II

**Course Description:** Financial Services II is a continuation of Financial Services I, providing opportunities to enhance students' math and English portfolio writings. Students continue to learn and practice financial activities associated with the operation of a bank and other finance-related institutions in addition to assuming management and supervisory responsibilities, including training "new employees." Students will participate in a work-based learning experience (i.e., co-op, internship, shadowing, mentoring, etc.). Leadership development will be provided through FBLA and/or DECA. *(This course is cross referenced with Business Education.)*

**SUGGESTED PREREQUISITE:** Financial Services I

Academic Expectations	Content/Process
<p>1.3, 2.33</p> <p>6.1, 6.2</p> <p>2.36, 2.37</p> <p>2.7, 2.8</p> <p>1.12</p> <p>2.37, 2.38</p> <p>1.1, 2.16, 2.18</p> <p>6.3</p> <p>1.12, 4.0, 5.1</p> <p>5.2, 5.5, 2.37</p> <p>2.36, 2.37</p> <p>2.8, 2.11</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• demonstrate interpersonal management skills and provide training and supervision for new employees.</li> <li>• participate in a work-based learning experience (i.e., shadowing, mentoring, internship, or co-op) related to a financial services industry.</li> <li>• explain operations of the student financial center to first-year students.</li> <li>• plan, organize, and prepare financial center for opening.</li> <li>• apply communication skills by preparing and presenting oral presentations on work ethics, professional image, and other work-related topics.</li> <li>• update employment portfolio and individual graduation plan.</li> <li>• demonstrate decision-making skills and teamwork by reviewing current fee structure, policies, interest rates, and products and making recommendations for change if needed.</li> <li>• discuss relationship between retailers and financial services (in-store banks, ATMs, credit cards, financing/layaway, etc.)</li> <li>• utilize activities of FBLA and/or DECA as an integral component of course content and leadership development.</li> <li>• continue simulated work experience in the student bank <u>and</u> shadow personnel in a finance-related position.</li> <li>• demonstrate employability and social skills relative to the career cluster.</li> <li>• apply appropriate math and communication skills relative to the career cluster.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>• Kentucky Occupational Skill Standards</li> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> <li>• National Standards: Administrative Support Occupations/Skill Standards, V-TECS</li> <li>• National Retail Skill Standards</li> </ul>	

## International Marketing

**Course Description:** This course is designed to explore the cultural, economic, political, legal, and technological environments facing international marketers in today's global economy. Students will find out what it takes to be a successful international marketer and open up a world of opportunity. Leadership development will be provided through DECA.

**SUGGESTED PREREQUISITE:** Principles of Marketing or its equivalent.

Academic Expectations	Content/Process
<p>2.17, 6.3</p> <p>2.19, 6.1</p> <p>2.14, 2.15</p> <p>2.36, 2.37</p> <p>1.2, 1.16</p> <p>2.18, 5.5</p> <p>2.19, 5.4</p> <p>5.4</p> <p>5.3, 6.2</p> <p>5.1</p> <p>2.18</p> <p>2.15, 2.17</p> <p>1.16, 2.15</p> <p>1.2</p> <p>1.12, 6.3</p> <p>1.12, 5.4</p> <p>2.37</p> <p>1.9, 2.7, 2.8</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>research the impact of different cultural aspects on international trade (cultural diversity and demographics in international markets.)</li> <li>examine the impact of geography on international trade.</li> <li>analyze current trends concerning international economics.</li> <li>investigate careers available in international marketing.</li> <li>demonstrate a knowledge of the importance of emerging trends and technologies in international marketing.</li> <li>evaluate the economic interdependence of different countries.</li> <li>analyze the major trade agreements governing world trade and demonstrate a knowledge of the principal functions of international and United States governmental agencies responsible for promoting international commerce and stability.</li> <li>compare the different types of barriers and trade supports.</li> <li>compare and contrast international marketing with target marketing.</li> <li>describe the similarities between multinational marketing and mass marketing.</li> <li>examine the standard business practices involved in exporting and importing.</li> <li>assess cultural, economic, and political influences of multinational businesses.</li> <li>research the cultural, economic, and political differences and similarities among countries.</li> <li>explain how international money markets function.</li> <li>describe how language, culture, available media, and regulations affect international advertising.</li> <li>utilize activities of DECA as an integral component of course content and leadership development.</li> <li>demonstrate employability and social skills relative to the career cluster.</li> <li>apply math and communication skills within the technical content.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>Kentucky Occupational Skill Standards</li> <li>National Marketing Education Standards</li> <li>Secretary's Commission on Achieving Necessary Skills (SCANS)</li> </ul>	

## Introduction to Hospitality

<b>Course Description:</b> This course is designed for students interested in marketing careers in the hospitality industry. The instruction includes career awareness in the areas of recreation, travel/tourism, hotel/motel, and restaurant. Other topics include general hospitality operations, customer service, leadership development, communication skills, attitude and personality development, sales techniques, and promotions. Leadership development will be provided through DECA.	
Academic Expectations	Content/Process
1.12, 2.16, 5.4	<b>Students will</b> <ul style="list-style-type: none"> <li>develop customer-service skills, employee/employer relations, and other human relations skills.</li> </ul>
2.18, 2.19	<ul style="list-style-type: none"> <li>explain factors that influence customer behavior and customers' perception of hospitality and tourism services.</li> </ul>
1.9, 1.10	<ul style="list-style-type: none"> <li>apply math and communication skills within the career cluster.</li> </ul>
2.37, 5.2	<ul style="list-style-type: none"> <li>illustrate the service delivery system of a full-service hotel and make a presentation of the results of the project.</li> </ul>
2.36, 6.1	<ul style="list-style-type: none"> <li>shadow an individual in the restaurant industry and create a job description for a newspaper ad for this position.</li> </ul>
1.16, 2.23, 6.3	<ul style="list-style-type: none"> <li>design and construct a model park for a specific area of the country utilizing the most advanced and highly developed strategies available.</li> </ul>
2.23, 5.2	<ul style="list-style-type: none"> <li>plan management operations for a special event that involves all aspects of hospitality careers in the travel tourism arena.</li> </ul>
1.12, 4.0, 5.4	<ul style="list-style-type: none"> <li>utilize activities of DECA as an integral component of course content and leadership development.</li> </ul>
2.36, 2.37	<ul style="list-style-type: none"> <li>demonstrate employability and social skills relative to the career cluster.</li> </ul>
5.3, 6.2	<ul style="list-style-type: none"> <li>explain the differences between services marketing and product marketing.</li> </ul>
1.12, 2.30	<ul style="list-style-type: none"> <li>research, analyze, and discuss the diversity of careers in the hospitality industry.</li> </ul>
<b>Connections</b> <ul style="list-style-type: none"> <li>Kentucky Occupational Skill Standards</li> <li>Customer Sales and Service Skill Standards</li> <li>Secretary's Commission on Achieving Necessary Skills (SCANS)</li> <li>Council on Hotel, Restaurant, and Institutional Education (CHRIE) Standards</li> </ul>	

## Marketing Communications

<b>Course Description:</b> This course introduces students to the nature of personal communications in marketing that occur between marketers and customers and those that occur between co-workers. Course emphasizes customer orientation in communication. Topics addressed include group working relationships, customer relationships, dealing with conflict, communication fundamentals, nature and scope of selling, basic process and techniques of selling, support activities in selling, and extending credit. Leadership development will be provided through DECA.	
Academic Expectations	Content/Process
2.17, 2.29  1.2, 1.4  1.11, 1.12  1.15, 5.1, 5.4 1.1, 1.16  1.13, 2.10, 2.22  2.23, 5.2  1.2, 1.4, 1.16  2.38, 6.1  1.12, 5.1, 5.4  2.36, 2.37 1.9, 1.10	<b>Students will</b> <ul style="list-style-type: none"> <li>• identify personal skills necessary for successful interpersonal relationships with customers, co-workers, and management.</li> <li>• define and list the elements of the communication process, identify verbal and non-verbal signals, and identify noise or interference that can distort information.</li> <li>• write various types of business letters (inquiry, claim, adjustment, invitation, order, reservation, refusal, application, sales, persuasive, collection, etc.), memoranda, news releases, and reports in standard form as well as use standard proofreader's marks to proofread and revise messages.</li> <li>• arrange the setting, write an agenda, and conduct a business meeting.</li> <li>• use magazines/journals to research customer service offerings, promotional plans, and product offerings and determine regional differences as well as target market groups.</li> <li>• create print advertising such as a newspaper ad, magazine ad, or brochure that illustrates knowledge of advertising layout principles and persuasive techniques.</li> <li>• sell a product or service using the depth theory of selling (include the following stages in the sale: pre-approach, approach, determining needs, presentation, overcoming objections, closing the sale, suggestion selling, and reassurance).</li> <li>• send and receive e-mail and demonstrate proper "netiquette" for communication via the internet.</li> <li>• develop an employment portfolio (letter of application, resume, follow-up letter, etc.).</li> <li>• utilize activities of DECA as an integral component of course content and leadership development.</li> <li>• demonstrate employability and social skills relative to the career cluster.</li> <li>• apply math and communication skills within the technical content.</li> </ul>
<b>Connections</b> <ul style="list-style-type: none"> <li>• Kentucky Occupational Skill Standards</li> <li>• National Marketing Education Standards</li> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> <li>• National Retail Skill Standards</li> <li>• Customer Service and Sales Skill Standards</li> </ul>	



## Presentation Skills for Marketing

<b>Course Description:</b> This hands-on course develops personal presentation skills (Public speaking) and professional level electronic and traditional support documents for marketing presentations. These documents apply advertising, promotional and electronic skills for the marketing student and DECA member. Students could develop executive reports, marketing flyers, marketing research projects, electronic presentations, web presentations, video presentation and other types of common used marketing skills. Leadership development activities and opportunities to showcase their skills are provided through DECA.	
Academic Expectations	Content/Process
1.1, 1.2, 1.4  1.10, 1.11  1.12, 11.13, 1.14, 2.6, 5.2  1.16, 5.2, 5.4, 1.13, 2.9, 1.15, 2.22, 1.16, 2.9, 5.2 1.16, 5.5  2.26, 3.4, 3.5, 3.6, 4.1, 4.2, 4.5, 5.1  5.3, 5.4, 5.5  2.36, 2.37 2.36, 2.37	<b>Students will</b> <ul style="list-style-type: none"> <li>• students will use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the marketing and marketing information needed for presentations</li> <li>• students use mathematical ideas and procedures to communicate, reason, and solve problems in developing support materials for presentations</li> <li>• students organize marketing information through development and use of classification rules and systems. Students will write/key using appropriate forms, conventions, and styles to communicate marketing ideas and information to different audiences for different purposes.</li> <li>• students will develop appropriate speech techniques and presentation styles using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes by making sense of ideas and communicate ideas with the visual arts, music, and movement.</li> <li>• students use computers, utilize commonly used presentation equipment, computer presentation software, appropriate html/web development software and other multimedia system and other kinds of technology to collect organize communicate information and ideas..</li> <li>• through role play, discussion and participate make professional level presentations develop skills and knowledge necessary to make apply language rules reference materials; style, grammar, and spell check in marketing, sales. advertising and presentation skills.</li> <li>• using appropriate marketing skills students will design page layout with appropriate proportions, balance, and typography for advertising, electronic presentations, web sites, etc.</li> <li>• demonstrate employability and social skills relative to the career cluster.</li> <li>• utilize activities of DECA as an integral component of course content and leadership development.</li> </ul>
<b>Connections</b> <ul style="list-style-type: none"> <li>• Kentucky Occupational Skill Standards</li> <li>• National Marketing Skill Standards</li> <li>• Customer Service and Sales Skill Standards</li> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> </ul>	

## Principles of Marketing

<b>Course Description:</b> This course provides a basic foundation for further study in marketing. Students study the development of products and then explore what occurs in the marketplace by studying purchasing, pricing, and distribution functions. Decision-making and problem-solving skills are involved in units of human relations, distribution systems, market information management and product/service planning. Portfolio pieces may be derived from units on promotion and risk management. The employment skills learned will improve and increase the chance of successful transition into the world of work. Leadership development will be provided through DECA.	
<b>Academic Expectations</b>	<b>Content/Process</b>
1.4, 1.16 1.9, 1.10, 1.12 1.3, 1.4 5.1, 5.4, 5.5 1.13 2.36, 2.37 2.3, 2.5, 2.7 2.18, 2.19 1.12, 5.4 2.37, 2.38 1.16, 6.3 2.30, 5.2	<b>Students will</b> <ul style="list-style-type: none"> <li>• survey the various disciplines in marketing (i.e., traffic, purchasing, sales, warehousing, distribution, staffing, and customer relations).</li> <li>• apply math and communication skills within the technical content.</li> <li>• reinforce communication, human relations, writing and speaking skills through communications in the promotion and salesmanship units.</li> <li>• demonstrate problem-solving and decision-making skills as they apply in human relations, market information management, or product service planning.</li> <li>• develop real-life portfolio entries through brochures or advertisement learned in promotion unit.</li> <li>• demonstrate employability and social skills relative to the career cluster.</li> <li>• investigate the various types of risks that impact business activities; categorize the risks as natural, human or economic; and explain methods a business uses to control risks.</li> <li>• understand the role and characteristics of marketing in three different types of economic systems: capitalism, socialism, and communism.</li> <li>• utilize activities of DECA as an integral component of course content and leadership development.</li> <li>• create a career portfolio including a resume, letters of reference, certifications of training, and samples of work.</li> <li>• investigate and analyze the role of technology in improving the marketing process.</li> <li>• develop a marketing plan for a new or existing business or product line.</li> </ul>
<b>Connections</b> <ul style="list-style-type: none"> <li>• Kentucky Occupational Skill Standards</li> <li>• National Marketing Education Standards</li> <li>• National Retail Skill Standards</li> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> </ul>	

## Retail Marketing

**Course Description:** This course is designed to provide an overview of the marketing responsibilities of individuals employed in the retail industry. Emphasis is placed on application of knowledge in such areas as mathematics, human relations, distribution, purchasing, and selling. Employment in school-based or work-based enterprises is recommended in order to give students the opportunity to apply newly acquired skills. The National Retail Skill Standards are integrated into this course giving students the opportunity to receive Retail Skill Standards certification. Leadership development will be provided through DECA.

<b>Academic Expectations</b>	<b>Content/Process</b>
<p>1.10, 1.12</p> <p>1.9, 1.10</p> <p>5.1, 6.1</p> <p>1.11, 5.1, 6.2</p> <p>1.12</p> <p>2.36, 6.3</p> <p>2.36, 2.37</p> <p>1.12, 6.2</p> <p>2.36, 5.4</p> <p>2.37, 2.38</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• develop customer-service skills and employee/employer relations' skills.</li> <li>• apply math and communication skills within the technical content.</li> <li>• develop an understanding of the marketing concept and its application in retailing.</li> <li>• identify marketing functions as they apply in the retail environment.</li> <li>• formulate awareness and understanding of emerging trends in retailing.</li> <li>• discuss appropriate attitudes and work ethics needed for the world of work.</li> <li>• demonstrate employability and social skills relative to the career cluster.</li> <li>• utilize activities of DECA as an integral component of course content and leadership development.</li> <li>• research the various career choices in retailing.</li> <li>• create a career portfolio including a resume, letters of reference, certifications of training, and samples of work.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>• Kentucky Occupational Skill Standards</li> <li>• National Marketing Education Standards</li> <li>• National Retail Skill Standards</li> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> <li>• Customer Service and Sales Skill Standards</li> </ul>	

## Retail Services I

**Course Description:** This course is designed to provide training and develop skills necessary for success in mid-management, specialist, or supervisory positions in the retail marketing services area through the operation of an in-school enterprise such as a school store, restaurant, or other retail enterprises. Students should be involved in all parts of the operation of this enterprise (buying, pricing, sales promotion, product and service technology, etc.), and the enterprise should include all activities associated with the operation of a similar enterprise outside the school. Training agreements and plans related to the occupational training received are to be kept up to date and on file in the teacher's files. Leadership development will be provided through DECA.

**SUGGESTED PREREQUISITE:** One Marketing credit and Special Permission of the Instructor

Academic Expectations	Content/Process
<p>1.10, 2.16</p> <p>5.1, 5.5, 6.1</p> <p>2.9, 2.18, 2.30</p> <p>2.36, 5.1, 5.4</p> <p>2.14, 2.37, 2.38</p> <p>1.16, 2.1, 2.2</p> <p>2.8, 2.13, 2.18</p> <p>6.2, 6.3</p> <p>1.12, 5.4</p> <p>5.2, 5.5, 2.37</p> <p>6.1, 6.2</p> <p>1.9, 1.10, 1.12</p> <p>2.36, 2.37</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• develop customer-service skills, employee/employer relations and other human relations skills.</li> <li>• read trade publications pertaining to the specific retail industry (grocery, restaurant, hotel/motel, etc.) and discuss new concepts, ideas, and trends and their impact.</li> <li>• plan a facility complete with product allocation specifically designed for the target market selected.</li> <li>• explore and research the different careers relating to the specific retail industry (grocery, restaurant, hotel/motel, etc.).</li> <li>• apply and interview for positions of a fully student-run retail center as well as be evaluated on their performance and progress.</li> <li>• set up and use spreadsheets and other documents for the purpose of measuring sales, controlling and tracking inventory, and making decisions from information gathered.</li> <li>• apply the basic formulas involving markup, markdowns, turnover rates, perpetual inventory, shrinkage, and net profit calculations.</li> <li>• make specific suggested improvements for store operation based on previous and current years' experience.</li> <li>• utilize activities of DECA as an integral component of course content and leadership development.</li> <li>• demonstrate interpersonal management skills and provide training to new employees.</li> <li>• participate in a work-based learning experience (i.e., co-op, shadowing, mentoring, internship, etc.).</li> <li>• apply math and communication skills within the technical content.</li> <li>• demonstrate employability and social skills relative to the career cluster.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>• Kentucky Occupational Skill Standards</li> <li>• National Marketing Education Standards</li> <li>• National Retail Skill Standards</li> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> <li>• Customer Service and Sales Skill Standards</li> </ul>	



## Retail Services II

**Course Description:** This course is a continuation of Retail Services I and is designed to provide additional training and skill development necessary for success in mid-management, specialist, or supervisory positions in the retail marketing services area through the operation of an in-school enterprise such as a school store, restaurant, or other retail enterprises. Students should be involved in all parts of the operation of this enterprise (buying, pricing, sales promotion, product and service technology, etc.), and the enterprise should include all activities associated with the operation of a similar enterprise outside the school. Training agreements and plans related to the occupational training received are to be kept up to date and on file in the teacher's files. Leadership development will be provided through DECA.

**SUGGESTED PREREQUISITE:** Retail Services I and Special Permission of the Instructor

Academic Expectations	Content/Process
<p>1.10, 1.12, 2.16 5.1, 5.5, 6.1 2.9, 2.18, 2.30 2.36, 5.1, 5.4 2.14, 2.37, 2.38 1.16, 2.1, 2.2 2.8, 2.13, 2.18 6.2, 6.3 1.12, 5.4 5.2, 5.5, 2.37 6.1, 6.2 2.36, 2.37 1.9, 1.10</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• develop customer-service skills, employee/employer relations and other human relations skills.</li> <li>• read trade publications pertaining to the specific retail industry (grocery, restaurant, hotel/motel, etc.) and discuss new concepts, ideas, and trends and their impact.</li> <li>• plan a facility complete with product allocation specifically designed for the target market selected.</li> <li>• explore and research the different careers relating to the specific retail industry (grocery, restaurant, hotel/motel, etc.)</li> <li>• apply and interview for positions of a fully student-run retail center as well as be evaluated on their performance and progress.</li> <li>• set up and use spreadsheets and other documents for the purpose of measuring sales, controlling and tracking inventory, and making decisions from information gathered.</li> <li>• apply the basic formulas involving markup, markdowns, turnover rates, perpetual inventory, shrinkage, and net profit calculations.</li> <li>• make specific suggested improvements for store operation based on previous and current years' experience.</li> <li>• utilize activities of DECA as an integral component of course content and leadership development.</li> <li>• demonstrate interpersonal management skills and provide training to new employees.</li> <li>• participate in a work-based learning experience (i.e., co-op, shadowing, mentoring, internship, etc.).</li> <li>• demonstrate employability and social skills relative to the career cluster.</li> <li>• apply math and communication skills within the technical content.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>• Kentucky Occupational Skill Standards</li> <li>• National Retail Skill Standards</li> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> </ul>	

## Sales and Customer Service

<b>Course Description:</b> This course is designed to inform students about specific selling techniques needed by salespeople. Major topics include: focusing attention on serving customers and helping them make informed buying decisions, information on the importance of human relations, functions performed by salespeople, developing personality traits needed by salespeople, and the buying/selling process. Leadership development will be provided through DECA.	
Academic Expectations	Content/Process
1.2, 1.12, 2.16  1.10, 6.3  6.2  2.10, 2.22  2.22, 2.10  2.22, 2.30, 5.2  2.2, 2.30, 5.3  1.12, 5.4  2.36, 2.37  1.9, 1.10, 1.12	<b>Students will</b> <ul style="list-style-type: none"> <li>• develop an understanding of customer service and meeting the needs of customers.</li> <li>• identify various methods of defining consumer profiles and determine how prospective customers are found.</li> <li>• identify the role of the sales staff accessing sources of information and ideas for careers in selling.</li> <li>• identify special promotion activities by observing a real-life sales demonstration.</li> <li>• prepare a visual merchandise display using hands-on experience in a retailing store.</li> <li>• determine a promotional objective by working in a cooperative work group in selling a new product.</li> <li>• implement a promotional plan after shadowing a sales associate; then develop a sales presentation for that plan.</li> <li>• utilize activities of DECA as an integral component of course content and leadership development.</li> <li>• demonstrate employability and social skills relative to the career cluster.</li> <li>• apply math and communication skills within the technical content.</li> </ul>
<b>Connections</b> <ul style="list-style-type: none"> <li>• Kentucky Occupational Skill Standards</li> <li>• National Marketing Education Standards</li> <li>• National Retail Skill Standards</li> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> <li>• Customer Service and Sales Skill Standards</li> </ul>	

## Sports and Entertainment Marketing

**Course Description:** This course is designed to provide training of skills necessary for positions in the Sports and Entertainment field and expose the students to jobs at the mid-management, specialist, or supervisory level. Instruction includes marketing skills, skills and techniques of advertising and promotions, psychology of selling, and management associated with the marketing of leisure-time activities and events. Leadership development will be provided through DECA.

Academic Expectations	Content/Process
<p>1.16, 2.33, 5.1</p> <p>2.36, 5.4</p> <p>1.10, 5.1</p> <p>1.11, 5.1, 5.2</p> <p>1.12, 5.4</p> <p>2.35, 5.3, 5.4, 6.1</p> <p>1.9, 1.10, 1.12</p> <p>2.17, 2.18, 2.33</p> <p>1.16, 2.38</p> <p>2.36, 2.37</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• conduct market research and develop knowledge of its importance to sports and entertainment marketing.</li> <li>• develop an understanding of career opportunities in the sports and entertainment industry.</li> <li>• demonstrate a fundamental knowledge of marketing concepts as they relate to sports and entertainment.</li> <li>• plan, conduct, and evaluate a sporting and or entertainment event.</li> <li>• utilize activities of DECA as an integral component of course content and leadership development.</li> <li>• develop an understanding of marketing functions and strategies as they apply to sports and entertainment.</li> <li>• apply math and communication skills within the technical content.</li> <li>• develop knowledge of the concepts of ethics and social responsibility.</li> <li>• develop employability skills including the creation of a resume, letter of application, and application form.</li> <li>• demonstrate employability and social skills relative to the career cluster.</li> </ul>
<p style="text-align: center;"><b>Connections</b></p> <ul style="list-style-type: none"> <li>• Kentucky Occupational Skill Standards</li> <li>• National Marketing Education Standards</li> <li>• National Retail Skill Standards</li> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> </ul>	



## Travel and Tourism Marketing

<b>Course Description:</b> This course is designed to provide an overview of employment opportunities in the travel and tourism industry. Instruction includes career awareness, domestic travel, international travel, customer service, leadership development, communication skills, attitude and personality development, sales techniques, and promotions. The course is designed to stress the role of customer service in all segments of travel and tourism. Leadership development will be provided through DECA.	
Academic Expectations	Content/Process
1.12, 1.16, 2.16 2.36, 2.37  2.36, 2.36, 5.4, 6.3 1.10, 1.11, 1.12 6.1, 6.2, 6.3  2.36, 5.3, 5.5  1.4, 2.19 1.10, 5.1, 6.1  2.17, 2.19  1.12, 5.4  1.9, 1.10, 1.12  2.36, 2.37	<b>Students will</b> <ul style="list-style-type: none"> <li>• develop customer-service skills for use in travel and tourism.</li> <li>• investigate career planning in the increasingly complex world of work and make appropriate decisions about career choices.</li> <li>• develop appropriate attitudes about the world of work.</li> <li>• experience a broad overview of travel and tourism marketing.</li> <li>• develop an understanding of emerging trends in travel and tourism industry.</li> <li>• recognize how to prepare for and advance in the travel and tourism industry.</li> <li>• reinforce basic skills in communication, geography, human relations, and reading.</li> <li>• develop an understanding of travel and tourism marketing and the importance of the marketing concept.</li> <li>• explain how to function as responsible citizens.</li> <li>• utilize activities of DECA as an integral component of course content and leadership development.</li> <li>• apply math and communication skills within the technical content.</li> <li>• demonstrate employability and social skills relative to the career cluster.</li> </ul>
<b>Connections</b> <ul style="list-style-type: none"> <li>• Kentucky Occupational Skill Standards</li> <li>• National Marketing Education Standards</li> <li>• National Retail Skill Standards</li> <li>• Secretary's Commission on Achieving Necessary Skills (SCANS)</li> <li>• Council on Hotel, Restaurant and Institutional Education (CHRIE) Standards</li> <li>• Customer Service and Sales Skill Standards</li> </ul>	